



September 11, 2024

From: Eric Bielefeld, Chair of the Department of Speech and Hearing Science

To: Arts and Sciences Curriculum Committee

Re: Revised proposal for Changes to the master of arts in speech-language pathology (MA-SLP) curriculum

On behalf of the MA-SLP program faculty, the department is requesting revisions to the MA-SLP program. The rationale for the changes are presented below. The goal is for the changes to go into effect starting with the first-year class in Autumn semester 2025. The initial SBS panel review was approved pending three contingencies. We have addressed those contingencies as follows:

Contingency: The Subcommittee requests that the department include in the proposal the total number of required credit hours for the program before and after the changes take effect, even if they remain the same. Given the variability of credit hours in some semesters, clarifying this in the proposal would be helpful.

Text has been added to section below ‘Proposed changes and rationale’:

The net effect of the proposed changes is to take the minimum number of credit hours to complete the program from 61 to 68, an increase of 7 credit hours. For students who need or choose a sixth semester to complete the program, the changes would add a net increase of 11 credit hours.

Appendix A and Appendix B have been revised to clarify the current and proposed distribution of credit hours across the program.

Contingency: The Subcommittee requests that the percentage of change to the program be included in the proposal. Information on how to calculate the percentage of change can be found in the OAA Handbook, pp. 39-40. The program’s current requirements of students are not that of the last revision that was approved by CAA at semester conversion, and the Subcommittee is uncertain what will be considered the base for the program when calculating the percentage of change. These are important questions to be answered as the proposal moves forward in the approval process. The Subcommittee asks that the department consult with the Graduate School regarding how their review will assess the percentage of change being made to the program: is the base the current MA-SLP (which again is quite different from what was last approved by the university) or is the base the last version of the program that was approved by CAA on June 6, 2012?

The fact that there has been significant drift in the curriculum since its last formal approval in 2012, the proposed changes would include all of that drift. Therefore, we will consider it to be a

greater than 50% change to the curriculum, recognizing that that threshold triggers additional levels of approval.

Contingency: The Subcommittee requests that the department use the revised, approved version of the sample syllabus (SPHHRNG 7844) in the proposal instead of its original version. [Appendix C]

The approved syllabus is now in Appendix C. Sorry for the error last time.

Recommendation: The Subcommittee recommends that the department include a sentence or two in the proposal regarding how the situation would be handled if a student was forced to take over 18 credit hours, resulting in an additional fee for overload enrollment (for example, if a student has to take two electives in Autumn or Spring of year 2). If this is not possible to occur due to the organization of the program, then the Subcommittee asks that this be clarified instead. [Appendix B]

The revised presentation of the curriculum in Appendix B shows minimum and maximum credit hours students might take in each semester. None of the maximums exceed 17 credits. Therefore, there no situation in which we anticipate a student needing to take more than 18, or being approved to do so if they wanted to take extra elective courses.

The following text was added to the first page of Appendix B:

As can be seen in the course distribution below, the maximum number of credits any student should be taking in any semester is 17. With the maximum number of allowable full-time credits for graduate students capped at 18, there is no situation in which a student should need to exceed that maximum in order to complete the program on time.

Question: The Subcommittee asks the department if the elective course 6189 “Field Experience in the Schools” (bullet point 2 at the end of Appendix B) is listed as 4 credit hours due to a standard of the Ohio Department of Education, or if it is meant to be listed at 6-8 credit hours per the changes being made to the program.

This should have been listed as 6-8 credits. It was an error in the original submission that has been corrected below.

Please reach out to me with any questions are concerns as the proposal moves through the college and university review bodies. Thanks very much.

Sincerely,



Eric Bielefeld, Ph.D.
Professor and Chair
Dept of Speech and Hearing Science
The Ohio State University

Background

The MA-SLP is a base five-semester master of arts program in the Department of Speech and Hearing Science. It is the entry-level degree into the field of speech-language pathology. Our students graduate with eligibility to become licensed in most states/territories in the U.S. Our certifying organization is the American Speech-Language-Hearing Association (ASHA). The MA-SLP program at Ohio State has been accredited by ASHA's accreditation body, Council on Academic Accreditation (CAA), for several decades. Our curriculum consists of two years of coursework combined with precepted clinical practicum experiences. In the first year of the program (semesters 1-3), the clinical precepting all takes place on campus in the OSU Speech-Language-Hearing Clinic (OSUSLHC) located in Pressey Hall. In year 2 of the program (semesters 4-5 with an optional 6th semester in the Summer term), most or all of the clinical precepting is completed in clinical sites outside of the OSUSLHC; a small proportion of students do advanced training in the OSUSLHC in year 2.

It is important to note that the MA-SLP program has undergone significant programmatic change since semester conversion, but those changes occurred in a series of small changes that accumulated into a large amount of curricular drift. The changes that have occurred are summarized in Appendix D at the end of this proposal document.

The focus of the proposed changes is to ensure that the coursework is aligned with the precepted clinical practicum experiences in the two years of the program. In the first year of the program, for the clinical practicum, the students currently enroll in one credit per semester of SPHHRNG 6844 Practicum in Communication Disorders. This one credit represents two half-days of clinical practicum per week.

In year 2 of the program, the students register for four credits of SPHHRNG 7844 Advanced Practicum in Communication Disorders each semester. In either Autumn or Spring terms, each student also has a one-semester placement in a school setting, for which they currently also register for four credits of SPHHRNG 6189 Field Experience in the Schools. This course designation is required for the Ohio Department of Education to endorse licensure for a speech-language pathologist to work in a school setting. Most of the external clinical placements, in school or non-school settings, are typically for four days per week. A smaller subset of students are placed three days per week in an external placement setting and one day per week in the OSUSLHC doing an advanced training experience with our clinical faculty.

Proposed changes and rationale

We are proposing to change and standardize the credit hour distribution for the clinical practicum experiences in years 1 and 2 of the program. The current MA-SLP curriculum sheet is presented in Appendix A. The faculty assessed the time commitment for clinical practicum and determined that the proper proportion would be 1 credit hour per half day of practicum experience. This credit hour assignment would bring the MA-SLP into closer alignment with other clinical graduate programs in the university. As articulated in the revised curriculum sheet in Appendix B, the following changes would occur:

- A) Semesters 1-3: Increase in SPHHRNG 6844 from 1 credit to 2 per semester. The rationale are that the one credit hour per semester currently underestimates the students' and the instructors' effort. Two credit hours is a better representation of the effort.

- B) Semesters 4-6: Increase total clinical practicum hours to 8 per semester. These 8 credit hours can be achieved through three different possible combinations:
- 1) 8 credits of SPHHRNG 6189: This will be used for students in a schools placement for 4 days/week. The course is currently approved for variable credit hours from 1-8. Therefore, no course change is needed to facilitate this option.
 - 2) 8 credits of SPHHRNG 7844: This will be used for students in non-schools placement(s) for 4 days/week. The revised syllabus is presented in Appendix C and was reviewed and approved by the Arts and Sciences Curriculum Committee earlier in the semester.
 - 3) 6 credits of SPRHHNG 6189 plus 2 credits of SPHHRNG 7844: This will be used for students doing a schools placement for 3 days/week and an on-campus placement in the OSU SLHC for 1 day/week.

The rationale for the changes to semesters 4-6 are that this will standardize the credit hours to 8 per semester, instead of the current fluctuation between 4 and 8 per semester. Since the students are all in clinical practicum 4 days/week, the 8 credit hours will represent a uniform effort throughout those three semesters and bring the credit hours for year 2 into alignment with year 1.

The net effect of the proposed changes is to take the minimum number of credit hours to complete the program from 61 to 68, an increase of 7 credit hours. For students who need or choose a sixth semester to complete the program, the changes would add a net increase of 11 credit hours.

As noted in Appendix D, there has been an accumulation of many small curricular changes since the last formal curricular approval in 2012. Therefore, the current proposed revision encompasses those changes. The proposed changes then represent changes to greater than 50% of the program.

Executive Summary

The proposed changes are requested in response to ongoing programmatic assessment through exit interviews from students. Students frequently raised the issue of the lack of uniform credit hours in year 2 of the program. The change to year 1 of the program arose out of a lack of uniform instructional effort for the clinical faculty. This was a particular issue in re-appointment and promotion reviews of the instructional effort of these clinical faculty. The revised credit hour distribution will allow the clinical faculty's effort to be properly documented and rewarded. The changes will add a net increase of 7 credits to the program by increasing semesters 1-3 by a total of 3 credits, and semesters 4 and 5 by a net of 4 credits. If a student takes a sixth semester to complete the program, the changes will increase the program's credit hours by a total of 11 (the previous 7 plus another 4 credit hours in the 6th semester). It will have no impact on time to degree or program cost for the MA-SLP students, as the changes will not change the amount of instructional time from what the students currently receive. The changes will simply align the credit hours they are awarded with their current effort in a way that the current credit hour distributions do not. The changes will not necessitate changes to the program goals.

Transition Plan

The proposed changes are targeted to go into effect in Autumn 2025. New cohorts beginning in Autumn 2025 will complete the entire revised curriculum in Appendix B. Students whose year 1 is

the 2024-2025 academic year will begin year 2 of the program in Autumn 2025. They will automatically switch to the revised curriculum. If there are any students in unique positions (needing an extra semester or year of the program, on a leave of absence, etc.), the decision to move them to the new curriculum or remain on the old curriculum will be made on a case-by-case basis with the faculty and the student.

Learning Outcomes Assessment

The program goals for the MA-SLP will not change with these proposed changes, nor will learning outcomes assessment.

Process

The proposal was generated by the department's Speech-Language Pathology Oversight Committee leadership. It was presented to the department faculty and unanimously approved on October 6, 2023. Contingency revisions were required by the SBS Panel of the ASC Curriculum Committee in December of 2023.

Appendix A: Current Curriculum sheet for the MA-SLP program

Master of Arts in Speech-Language Pathology (MA-SLP) Degree Requirements 2023-2025

Successful completion of this degree prepares students to meet the requirements for the State of Ohio Licensure in Speech-Language Pathology and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association. Students in the MA-SLP program must complete either a thesis or non-thesis option for the Master's program of study, with the choice between these options made by the end of Year 1. Students must pass the NTE Praxis examination as a requirement for graduation and typically take it Spring of Year 2.

Thesis option. The option requires that the student conduct original research under the guidance of a Master's committee (an advisor and, minimally, one other graduate faculty member from the Department). Students choosing this option must complete all required coursework and a total of 3 or more credits of SPHHRNG 7999 Thesis Research. This option requires a prospectus meeting prior to data collection, carrying out of the research itself, preparation of the thesis document, and a thesis defense.

Non-thesis option. This non-thesis option requires that the student complete all required coursework and 7 elective credits that form the non-thesis track including the 1 credit SPHHRNG 6990: *Capstone Experience in Speech-Language Pathology* that is taken during the Spring semester of Year 2 to represent work with an advisor on the poster presentation . In addition, students pursuing this option must complete and defend a poster presentation in their final semester. NOTE: Possible electives are printed in italic type in the schedule below and can be taken to meet the non-thesis requirement, typically in Year 2 of the program. Students can choose to take other electives with faculty approval. See additional information below.

REQUIRED COURSES—YEAR 1

Year 1: Autumn

Number	Course Title	Credits
6710	Speech sound disorders in children	3
6725	Language acquisition and early intervention in language delay	3
6466	Normal Swallowing	2
6762	Language disorders in adults	3
6751	Clinical seminar in speech and language disorders – I	1
6752	Clinical seminar in speech and language disorders – II	1
6844	<i>Practicum in Communication Disorders</i>	1
Total Credits:		14

Year 1: Spring

Number	Course Title	Credits
5741	Voice disorders and cleft palate	3
6764	Evaluation and Treatment of Dysphagia in Adults and Children	3
6761	Cognitive communication disorders in adults	3
6763	Motor speech disorders	3
6753	Clinical seminar in speech and language disorders – III	1
6754	Clinical seminar in speech and language disorders – IV	1
6844	Practicum in Communication Disorders	1
Total Credits:		15

Year 1: Summer

Number	Course Title	Credits
6860	Augmentative and alternative communication	3
6726	Disorders of Language and Literacy: School Age	3
6740	Seminar in fluency disorders	3
6755	Clinical seminar in speech and language disorders – V	2
6844	Practicum in Communication Disorders	1
	Elective coursework	0-2
Total Credits:		12-14

REQUIRED & ELECTIVE COURSES—YEAR 2**Year 2: Autumn** (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
7742	Advanced clinical seminar	1
7844	Advanced practicum in communication disorders	4*
	Elective courses	2-4
6189	School Placement/Internship (elective)	4
7999	Thesis research (in consultation with advisor, required for thesis option)	0-1
Total Credits:		11-14

* Although this course is offered as variable credit, students sign up for 4 credits



Year 2: Spring (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
7742	Advanced clinical seminar	1
7844	Advanced practicum in communication disorders	4*
6150	The SLPs role in autism spectrum disorders	3
	Elective coursework	0-4
	OR	
6189	School Placement/Internship (elective)	4
6990	Capstone experience in Speech-Language Pathology	1
	OR	
7999	Thesis research (in consultation with advisor, required for thesis option)	1
Total Credits:		9-13

* Although this course is offered as variable credit, students sign up for 4 credits

Year 2: Summer (Note: 4 credits are required for full-time status)

Number	Course Title	Credits
7844	Advanced practicum in communication disorders	0 or 4*
	Elective coursework	0-4
Total Credits:		0-8**

* Although this course is offered as variable credit, students sign up for 4 credits

** Students have the option of completing the program in five semesters. This term is only for those who need or choose to extend the program to the sixth semester.

Total program credit hours: 61-78.

ELECTIVE COURSES

The purpose of elective courses is to allow students to (a) extend their studies in directions suited to their interests, (b) meet non-thesis requirements for the MA-SLP, and (c) meet requirements for school certification by the State of Ohio Department of Education and enable one to obtain school licensure in Ohio and other states.

Ohio Department of Education has two options for SLPs working in school settings: licensure or registration. School licensure requires 2 courses: one related to school SLP and regulations (SPHHRNG 6170) and the other that provides a clinical experience in the school setting (SPHHRNG 6189). These electives are taken by most MA-SLP students, regardless of their immediate career goals. Many school districts in Ohio prioritize hiring those with the school license and many other states require the licensure requirements and do not have a registration option. SPHHRNG 6189 can only be taken by enrolled MA-SLP students. Therefore, taking these electives and pursuing school licensure provides valuable career flexibility. The two courses and their associated credits are:

- SPHHRNG 6170 Clinical and Education Methods in Schools (2 credits)
- SPHHRNG 6189 School Placement/Internship (4 credits); can only be taken in the semester the student has a school placement/internship

Note: Only SPHHRNG 6170 can be counted toward the non-thesis option; SPHHRNG 6189 cannot be counted for that purpose.

Non-thesis electives (7 credits in an integrated content area). Students pursuing the non-thesis option create select elective courses in consultation with their academic advisor, based on their interests. In addition to the elective courses offered by the department, which are listed in the tables above, students may also select elective courses to be part of their non-thesis option from departments across the university including, but not limited to, several OSU Graduate Interdisciplinary Specializations:

- HTHRHSC 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)
- [Aging](#)
- [Applied Developmental Science in Education](#)
- [Disability Studies](#)
- [Assistive and Rehabilitative Technology](#)
- [Second Language Studies](#)
- [Singing Health](#)

Appendix B: Proposed revised Curriculum sheet for the MA-SLP program

Master of Arts in Speech-Language Pathology (MA-SLP) Degree Requirements 2024-2026

Successful completion of this degree prepares students to meet the requirements for the State of Ohio Licensure in Speech-Language Pathology and the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) from the American Speech-Language-Hearing Association. Students in the MA-SLP program must complete either a thesis or non-thesis option for the Master's program of study, with the choice between these options made by the end of Year 1. Students must pass the NTE Praxis examination as a requirement for graduation and typically take it Spring of Year 2.

Thesis option. The option requires that the student conduct original research under the guidance of a Master's committee (an advisor and, minimally, one other graduate faculty member from the Department). Students choosing this option must complete all required coursework and a total of 3 or more credits of SPHHRNG 7999 Thesis Research. This option requires a prospectus meeting prior to data collection, carrying out of the research itself, preparation of the thesis document, and a thesis defense.

Non-thesis option. This non-thesis option requires that the student complete all required coursework and 7 elective credits that form the non-thesis track including the 1 credit SPHHRNG 6990: *Capstone Experience in Speech-Language Pathology* that is taken during the Spring semester of Year 2 to represent work with an advisor on the poster presentation . In addition, students pursuing this option must complete and defend a poster presentation in their final semester. NOTE: Possible electives are printed in italic type in the schedule below and can be taken to meet the non-thesis requirement, typically in Year 2 of the program. Students can choose to take other electives with faculty approval. See additional information below.

As can be seen in the course distribution below, the maximum number of credits any student should be taking in any semester is 17. With the maximum number of allowable full-time credits for graduate students capped at 18, there is no situation in which a student should need to exceed that maximum in order to complete the program on time.

REQUIRED COURSES—YEAR 1

Year 1: Autumn

Number	Course Title	Credits
6710	Speech sound disorders in children	3
6725	Language acquisition and early intervention in language delay	3
6466	Normal Swallowing	2
6762	Language disorders in adults	3
6751	Clinical seminar in speech and language disorders – I	1
6752	Clinical seminar in speech and language disorders – II	1
6844	<i>Practicum in Communication Disorders</i>	2
Total Credits:		15

Year 1: Spring

Number	Course Title	Credits
5741	Voice disorders and cleft palate	3
6764	Evaluation and Treatment of Dysphagia in Adults and Children	3
6761	Cognitive communication disorders in adults	3
6763	Motor speech disorders	3
6753	Clinical seminar in speech and language disorders – III	1
6754	Clinical seminar in speech and language disorders – IV	1
6844	Practicum in Communication Disorders	2
Total Credits:		16

Year 1: Summer

Number	Course Title	Credits
6860	Augmentative and alternative communication	3
6726	Disorders of Language and Literacy: School Age	3
6740	Seminar in fluency disorders	3
6755	Clinical seminar in speech and language disorders – V	2
6844	Practicum in Communication Disorders	2
	Elective coursework	0-2
Total Credits:		13-15

REQUIRED & ELECTIVE COURSES—YEAR 2**Year 2: Autumn** (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
7742	Advanced clinical seminar	1
7844	Advanced Practicum in Communication Disorders	8
OR		
6189	Field Experience in the schools	8
OR		
7844 + 6189	Advanced Practicum in Communication Disorders +Field Experience in the Schools	2+6
6770	Elective coursework	2-4
7999	Thesis research (in consultation with advisor, required for thesis option)	0-1
Total Credits:		11-14

Year 2: Spring (Note: 8 credits are required for full-time status)

Number	Course Title	Credits
6150	The SLPs role in autism spectrum disorders	3
	Elective coursework	0-4
7742	Advanced clinical seminar	1
7844	Advanced Practicum in Communication Disorders	8
	OR	
6189	Field Experience in the schools	8
	OR	
7844 + 6189	Advanced Practicum in Communication Disorders+ Field experience in the Schools	2+6
6990	Capstone experience in Speech-Language Pathology	1
	OR	
7999	Thesis research (in consultation with advisor, required for thesis option)	1
	Total Credits:	13-17

Year 2: Summer (Note: 4 credits are required for full-time status)

Number	Course Title	Credits
7844	Advanced Practicum in Communication Disorders	0-8
	Elective coursework	0-4
	Total Credits:	0-12*

* Students have the option of completing the program in five semesters. This term is only for those who need or choose to extend the program to the sixth semester.

Total program credit hours: 68-89

ELECTIVE COURSES

The purpose of elective courses is to allow students to (a) extend their studies in directions suited to their interests, (b) meet non-thesis requirements for the MA-SLP, and (c) meet requirements for school certification by the State of Ohio Department of Education and enable one to obtain school licensure in Ohio and other states.

Ohio Department of Education has two options for SLPs working in school settings: licensure or registration. School licensure requires 2 courses: one related to school SLP and regulations (SPHHRNG 6170) and the other that provides a clinical experience in the school setting (SPHHRNG 6189). These electives are taken by most MA-SLP students, regardless of their immediate career goals. Many school districts in Ohio prioritize hiring those with the school license and many other states require the licensure requirements and do not have a registration option. SPHHRNG 6189 can only be taken by enrolled MA-SLP students. Therefore, taking these electives and pursuing school licensure provides valuable career flexibility. The two courses and their associated credits are:

- SPHHRNG 6170 Clinical and Education Methods in Schools (2 credits)
- SPHHRNG 6189 School Placement/Internship (6-8 credits); can only be taken in the semester the student has a school placement/internship

Note: Only SPHHRNG 6170 can be counted toward the non-thesis option; SPHHRNG 6189 cannot be counted for that purpose.



Non-thesis electives (7 credits in an integrated content area). Students pursuing the non-thesis option create select elective courses in consultation with their academic advisor, based on their interests. In addition to the elective courses offered by the department, which are listed in the tables above, students may also select elective courses to be part of their non-thesis option from departments across the university including, but not limited to, several OSU Graduate Interdisciplinary Specializations:

- HTHRHSC 5000: Interdisciplinary Case Management for Working with Underserved Populations (2 credits)
- [Aging](#)
- [Applied Developmental Science in Education](#)
- [Disability Studies](#)
- [Assistive and Rehabilitative Technology](#)
- [Second Language Studies](#)
- [Singing Health](#)

Appendix C: Proposed revised syllabus for SPHHRNG 7844



THE OHIO STATE UNIVERSITY

**Speech and Hearing Sciences / 7844
Advanced Practicum in Communication Disorders
Autumn-Spring-Summer – 2nd Year
Credit Hours: 1-8**

Instructor:

Office Location:

Phone Number:

Email:

Office Hours: Site Supervisors: Various clinical preceptors in the OSU SLHC and at various off-site locations

Land Acknowledgement: The Department of Speech and Hearing Science acknowledges that the land The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. We honor the resiliency of these tribal nations and recognize the historical contexts that have and continue to affect the Indigenous peoples of this land.

Class Meeting Schedule:

Advanced clinical practicum is a combination of practicum experiences at external placements, class meetings with the course instructor, and individual meetings with the course instructor. At the beginning of the semester, you will receive notification of your placement, which will include the days and times you are required to attend as well as location, parking, and site supervisor information. Class and individual meetings will be posted on Carmen.

Course Description:

Advanced practicum with children and adults who have speech, language, and/or hearing delays or disorders. The 7844 class is comprised of Clinical Rotations and group advising meetings. It is also designed to continue your progression toward certification requirements for Ohio Licensure and the ASHA Certificate of Clinical Competency. ASHA standards recently changed and apply to anyone graduating after January 1, 2020.

- ASHA Certification Standards - <https://www.asha.org/Certification/2020-SLP-Certification-Standards/>

Your role will include interaction with clients/patients in settings deemed appropriate for 2nd year graduate clinicians. Your role will also include interactions with other professionals to enhance your interprofessional practice and collaboration skills. Placements may include medical settings, skilled nursing facilities, private practices, outpatient clinics, or other facilities. If you are placed in a school setting, you also need to enroll in 6189 for 4 credits. Completion of evaluation and intervention session planning, implementation, and documentation of sessions based on the placements policies is expected.

See the Graduate Handbook Vol. 2 for a description of clinical rotations throughout the program.



Prerequisites: Student must be in good standing in the SHS Department with all prior coursework completed successfully. Successful completion of 6844 in Year 1 of the MA SLP program is required to participate in 7844.

Course Learning Outcomes:

Student Outcome:	ASHA Standard:	Activity:
1. Demonstrate understanding of the overall layout, structure, and basic business operations of the facility with an emphasis on the professional nature of the program and how this relates to requirements for application for certification in speech-language pathology.	Standard V-C, V-D, V-E, V-F <ul style="list-style-type: none"> https://www.asha.org/Certification/2020-SLP-Certification-Standards/ 	Continued demonstration of knowledge gained in previous semesters and applied to new rotations.
2. Demonstrate understanding of the policies and procedures used at the facility and how they relate to requirements for application for certification in speech-language pathology.	Standard V-C, V-D, V-E, V-F <ul style="list-style-type: none"> https://www.asha.org/Certification/2020-SLP-Certification-Standards/ 	Continued adherence to policies and procedures.
3. Complete a file review for all clients/patients and complete all necessary documentation.	Standard IV-B, IV-C, Standard IV-D, Standard IV-E, IV-F, V-A, V-B <ul style="list-style-type: none"> https://www.asha.org/Certification/2020-SLP-Certification-Standards/ 	Complete case history, therapy planning, goal writing, data collection, and all related documentation.

Course Materials / Software:

Required:

- Burrus, A. E., & Willis, L. B. (2021). *Professional communication in speech-language pathology how to write, talk, and act like a clinician, third edition* (4th ed.). Plural Publishing Inc.
- Dantama, T. (2021). *Professional Competencies in Speech-Language Pathology and Audiology* (1st ed.). Jones & Bartlett Learning.
- Working knowledge and use of Microsoft Word for generating clinical documentation
- Training provided by outside placements for other electronic medical record system

Recommended:

- *Treatment Resource Manual for Speech-Language Pathology, 5th Edition*, Froma P. Roth and Colleen K. Worthington, Delmar Cengage Learning, New York, 2015. Read chapters 1-5
- *Counseling in Communication Disorders, A Wellness Perspective*, by Audrey L. Holland. Published by Plural Publishing, Inc. (pluralpublishing.com)

Textbook support

- Many textbooks can be reserved through OSU libraries and the Ohio Link system. Additionally, the department has some textbooks available for borrowing. Please inform your instructor if you need help accessing these resources.

Grading and Evaluation:

This class is graded on a satisfactory/unsatisfactory scale. Grading for this class is based on the Student Evaluation for Clinical Practicum in Calipso and satisfactory completion of assignments posted in Carmen for the 7844 class. Minimum score to pass 7844 in the Autumn term is 3.0, Spring and Summer term is 3.5. Students are graded on a 1-5 scale, in .25 increments. Failure to complete assignments in Carmen for this course or final items listed at the end of the clinic calendar can result in a grade of “U” (unsatisfactory).

1: Failing Expected Performance: Skills are present <25% of the time – Student needs specific direction from supervisor. Student does not alter unsatisfactory performance and does not make changes. Student does not execute protocol correctly. Student has poor understanding of testing and intervention. Supervisor provides numerous instructions and frequent modeling. Maximum supervision required.

2: Emerging: Skills are present 26-50% of the time – Student shows awareness of need to change behavior with supervisor input. Student needs specific direction and/or maximum demonstration from supervisor to perform effectively. Supervisor frequently provides instructions and support for all aspects of case management and services. Moderate to maximum supervision required.

3: Present: Skills are present 51-75% of the time – Skills need further refinement and development for consistency across settings. Supervisor provides ongoing monitoring and feedback focusing mostly on increasing the student’s critical thinking on how/when to improve the skills. Student is aware of need to modify behavior, but does not do this independently. Moderate supervision is required.

4: Consistent: Skills are present 76-90% of the time – Skills are developed/implemented most of the time as appropriate at the graduate student level. Demonstrates ability to understand, apply, and analyze most aspects of testing and intervention. Student is aware and can modify behavior in-session and can self-evaluate. Student needs general direction from supervisor to perform effectively. Student readily adjusts performance and is beginning to generalize knowledge to other clients and settings. Moderate to minimal supervision required.

5: Excelling: Skills are present more than 90% of the time – Student can modify own behavior as needed and is an independent problem solver. Student can maintain skills with other clients and in other settings as appropriate for a graduate level student moving toward independence. Student demonstrates independent and creative problem solving. Student shows excellent knowledge of various aspects of testing and intervention. Supervisor acts as a collaborator to plan and suggest possible alternatives. Minimal supervision required.

Students can see the specific areas in which they are evaluated [here](#).

Attendance / Participation Expectations:

Each student is expected to attend every scheduled practicum experience in order learn the content, actively engage with their clients and preceptor, and accrue necessary competencies and clock hours. Penalties apply to unexcused absences and excessive late arrivals. Final course grades will be reduced 1% for each unexcused absence or excessive late arrival. If you miss class due to an unexcused absence (e.g. attending a wedding, travel, etc.), please let your instructor know ahead of time. Get notes from another student in the class and let the instructor know if you have any questions about the material. Only religious holidays, deaths and illnesses will be excused. If a student misses more than three classes due to illness, they will be required to provide a doctor’s note for each additional absence due to illness. Professors may also choose to require a doctor’s note for specific classes, such as those that contain labs where students practice administering assessments (this will



be conveyed by each professor at the start of the semester). Fraudulent use of excused absences will result in a decrease of the student’s final grade by one letter grade. More than one fraudulent use of excused absences will result in dismissal from the program. For every excused absence, the student will turn in a 300-400 word reflection integrating the content of the lecture and readings for the missed lecture. This is due one week after the missed class. Arriving to class late is disruptive to the learning environment and is unprofessional. **Consult with the course instructor if you have extenuating circumstances** (vacations, car trouble, picking up people from the airport are not considered extenuating circumstances).

Clinic Responsibilities & Important Dates: Students are responsible for clinical obligations from the first day of classes through the last day of finals. Please review the university calendar. We have compiled a list of clinic placement breaks during both the first and second year of the program.

Clinic Attendance, Absence, and Makeup Policy: Students are expected to be in assigned clinical placements at all points throughout the program. *If a student has a need for an absence beyond illness, a participation exception must be documented using the “Petition Letter for Planned Absence” form found on Carmen. This absence should be discussed with the Clinic Placement Coordinator prior to discussing it with an outside site preceptor.* It should be noted that any absence can delay a students’ progression to graduation.

Active participation is expected in all aspects of 7844. Active participation includes regular attendance at clinical placements, contributing to learning activities with preceptor, session planning and documentation, attendance at client preparation meetings and staffings with preceptor.

Clinic placement coordinator needs to be notified promptly about any unplanned absences from a clinic practicum site.

Late Assignment Submissions:

Posted deadlines and completion of clinical assignments in a timely fashion are expected to be met. Any exceptions to deadline requirements must be discussed with the preceptor in writing and/or in person as appropriate, *prior* to the due date. If an emergency occurs, contact your preceptor as soon as possible.

Instructor Feedback and Response Expectations:

Throughout your clinical rotations, you will receive feedback regarding your clinical competency development. This feedback may take several forms: email, comments on video, in person, as well as pre-, mid-, and final conferences. It is your responsibility to respond to this feedback in an appropriate manner, which may include: written responses, implementation of feedback in the next clinical session, initiating a meeting with the preceptor. Additionally, through the use of the Carmen site, discussion board interactions may be posted, to which you are expected to respond. It is highly recommended you communicate with your preceptor about your preferred method of receiving feedback.

Course Schedule/OSU SLHC Calendar

The preceptor for your specific site may have required readings. The textbooks for this class should be referenced on a regular basis for guidance on documentation, general guidelines in various practice settings, and guidance on interacting successfully with your preceptor and others in the facility.

<u>Week #</u>	<u>Dates</u>	<u>Topic</u>	<u>Assignments Due</u>
1	Week of 8/22	<ul style="list-style-type: none"> • Outside placement begins on 8/23 	

		<ul style="list-style-type: none"> OSU SLHC patients will begin based on your preceptor's schedule. 	
2	Week of 8/28	<ul style="list-style-type: none"> Clinical rotations as assigned 	
3	Week of 9/4	<ul style="list-style-type: none"> Labor Day – OSU SLHC closed; Outside site – <u>Follow holiday calendar</u> Clinical rotations as assigned 	9/8: Complete CF-02 Clinic Scheduling Form; assignment posted in Carmen
4	Week of 9/11	<ul style="list-style-type: none"> 9/11: OSU SLHC begins; your patient may have an earlier start date, confirm with preceptor By the end of this week you should have your preceptor pull up your Calipso record. Look at your clock hour experience record with your preceptor. Discuss what experiences you can expect to get in SLP practice areas. Look at your cumulative eval together. Talk to your preceptor about the orange areas. These are areas that you need additional experience and scores on your performance eval. Remind your preceptor that the statements there are where they can score you this semester. Discuss what areas you can expect to get in that rotation. 	Discuss with preceptor info noted in the topic section
5	Week of 9/18	<ul style="list-style-type: none"> Clinical rotations as assigned 	
6	Week of 9/25	<ul style="list-style-type: none"> Clinical rotations as assigned 	9/29: Submit September clinic hours in Calipso
7	Week of 10/2	<ul style="list-style-type: none"> Clinical rotations as assigned 	10/6, 11:59pm – OSU SLHC Progress Report part 1 (your best draft). As drafts are returned to you, resubmit via preceptors' instructions
8	Week of 10/9	<ul style="list-style-type: none"> Clinical rotations as assigned Midterm conferences with each preceptor. Remind preceptor of conference date 10/12-10/13: OSU Fall Break, OSU SLHC closed, Outside site placements continue! – <u>Follow holiday calendar</u> 	Discuss midterm evaluation completion plan with outside site preceptor
9	Week of 10/16	<ul style="list-style-type: none"> Clinical rotations as assigned 	
10	Week of 10/23	<ul style="list-style-type: none"> Clinical rotations as assigned 	
11	Week of 10/30	<ul style="list-style-type: none"> Clinical rotations as assigned 	10/31 - Submit October clinic hours in Calipso



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12	Week of 11/6	<ul style="list-style-type: none">• Clinical rotations as assigned• Friday, 11/11: Veteran's Day, OSU SLHC Closed; Outside site –<u>Follow holiday calendar</u>	
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13	Week of 11/13	<ul style="list-style-type: none"> Clinical rotations as assigned 	11/18 by 11:59 pm: Complete progress report due to preceptor. As drafts are returned to you, resubmit via preceptors' instructions until you are informed to go to final printing for signatures.
14	Week of 11/20	<ul style="list-style-type: none"> Clinical rotations as assigned Thanksgiving Holiday, OSU SLHC closed 11/22-11/24. <u>Follow holiday calendar</u> 	Be sure to discuss the Thanksgiving holiday dates with your preceptor.
15/16	11/27 to 12/6	<ul style="list-style-type: none"> Outside sites continue Last day of OSU SLHC and outside sites: 12/8 Work on finalizing reports per preceptor time frame Due in Calipso on 12/6, 11:59pm: <ul style="list-style-type: none"> Complete Self-Evaluation – <i>REQUIRED</i> to receive a grade for 7844 Complete Supervisor/Preceptor evaluation Complete site evaluation Final conferences will be held with each preceptor. 	-12/7: Submit November & December clinic hours in Calipso <i>prior to</i> final conference with preceptor
Final Conferences & End of Semester Clinic Paperwork	12/7 – 12/14	<ul style="list-style-type: none"> Final conferences with OSU SLHC preceptors. Preceptor will initiate scheduling. Complete OSU SLHC progress reports as instructed by preceptor and instructions on Carmen <i>Reminder:</i> To ensure all clinical work is completed, students should not make plans to leave campus until after the last day of finals, 12/14 	

University Policies

Disability Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.



If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

OSU Statement on Diversity

Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Our department and our university have a long legacy of embracing inclusion, diversity, community, and openness. Our challenge is to ensure that we continue to be proactive in our efforts to nurture and realize these values. Therefore, we will continue to make every effort to welcome students of different backgrounds, cultures, and opinions and work to maintain an environment that is respectful of this diversity. University policies and other resources may be found here: <http://www.studentaffairs.osu.edu/bias/>

Statement on Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Academic Integrity

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Religious Accommodations:

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)



Appendix D: Summary of programmatic changes since semester conversion

The curriculum presented in Appendix B reflects significant curricular drift that has occurred since the program's curriculum was converted to the semester calendar. These changes collectively have created a program that looks very different from that which was approved after semester conversion. The changes fall into the following categories:

- 1) Course number changes: The bulk of the course number changes were made to move courses from the 5000-level to the 6000-level:
 - SPHHRNG 5710 → SPHHRNG 6710
 - SPHHRNG 5725 → SPHHRNG 6725
 - SPHHRNG 5761 → SPHHRNG 6763
 - SPHHRNG 5726 → SPHHRNG 6726
 - SPHHRNG 5742 → SPHHRNG 6740
 - SPHHRNG 5762 → SPHHRNG 6762
 - SPHHRNG 5763 → SPHHRNG 6763
 - SPHHRNG 5764 → SPHHRNG 6764

Originally, the choice to assign the courses at the 5000-level was intended to maximize flexibility and enrollments. However, the courses were not taught at an undergraduate level, and the MA-SLP students filled all available seats. Therefore, one-by-one, those courses have all been approved for re-numbering at the 6000-level.

- 2) Course name changes: Many of the courses that underwent number changes also underwent name changes. The course name changes were updated to better align the names with course goals and expected learning outcomes and to update them to remain current with an evolving profession.
 - SPHHRNG 5710 Phonological Processes/Disorders → SPHHRNG 6710 Speech Sound Disorders in Children
 - SPHHRNG 5725 Language Development and Disorders → SPHHRNG 6725 Language Acquisition and Early Intervention in Language Delay
 - SPHHRNG 5726 Language Disorders of Later Childhood → SPHHRNG 6726 Disorders of Language and Literacy: School Age
 - SPHHRNG 5741 Voice Disorders → SPHHRNG 5741 Voice Disorders and Cleft Palate
- 3) Credit hour changes: Two courses (SPHHRNG 6710 and 6725) were reduced by one credit hour from four to three. Four courses were increased from two to three (6740, 6762, 6763, and 5741). These changes reflected changes in the scope of the courses as they added new content and ELOs or content was distributed to other courses.
- 4) SPHHRNG 5605 was moved from the MA-SLP to a requirement in the undergraduate B.A. program. This reflects the need for undergraduate students to receive this content earlier in their academic careers in order to be eligible to apply to other graduate programs.
- 5) Splitting SPHHRNG 6742 into SPHHRNG 6751, 6752, 6753, 6754, 6755, 7742: In the semester conversion curriculum, the students completed SPHHRNG 6742 Clinical Seminar in five separate semesters. The first two offerings and fourth and fifth offerings were for one credit each, the third was for three credits. Therefore, the total Clinical Seminar credit hours was seven. The course content is now delivered across six one-credit offerings. This better balanced the content throughout the program, better

enabled the department to reward the teaching effort of our clinical faculty, and resolved some confusion among the students about what they needed to register for and when.

- 6) Adding new courses to the curriculum: Two 3-credit courses were added to the curriculum of required courses. The first was SPHHRNG 6466 Normal Swallowing (which is currently going through the approval process for a name change to 'Neuroanatomy and Neurophysiology of Swallowing'). This was added to reflect a growing emphasis on swallowing function in the field of speech-language pathology. The swallowing content is now split across Normal Swallowing and Evaluation and Treatment of Dysphagia in Adults and Children.

The second added course was SPHHRNG 6150 The SLP's Role in Autism Spectrum Disorders. This change reflects the increased incidence of autism spectrum diagnoses nationally, which has created a greater need for SLPs to work with this growing population. Therefore, autism is now a topic for which every SLP needs education.